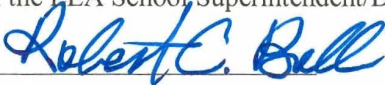
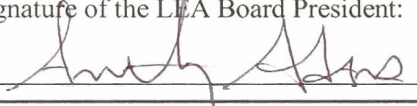


Attachment III

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: King High School	Mailing Address: 3200 E. Lafayette Street, Detroit MI, 48207-3812
School Building Code: 529	
School Building Contact for the School Improvement Grant	
Name: Deborah Jenkins	
Position and Office: Principal	
Contact's Mailing Address: 3200 E. Lafayette Street, Detroit MI, 48207-3812	
Telephone: (313) 494-7373	
Fax: (313) 494-7359	
Email address: deborah.jenkins@detroitk12.org	
LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager	Telephone: 870-3772
Signature of the LEA School Superintendent/Director: X 	Date: 22 FEB 11
LEA School LEA Board President (Printed Name): Anthony Adams, Esq.	Telephone: 873-7860
Signature of the LEA Board President: X 	Date: 22 Feb 11
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Section A

1. Possible model to use for analysis of data.

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report. Do not attach the building CNA.

Martin Luther King, Jr. Senior High School changed drastically because of school closures and mergers. The school culture and population changed greatly with the influx of neighborhood students from city-wide closed comprehensive and rival high schools.

- In 2007-'08 school year, Murray Wright and Martin Luther King, Jr. Senior High Schools were merged on the Martin Luther King, Jr. High School campus after the closing of Murray Wright. Martin Luther King, a predominately examination school, received low achieving Murray Wright students and other neighborhood students in its population. Many of the King parents who had students in the Examination Programs transferred their high performing children from King to other high performing schools, thus changing the school's academic demographics.
- At the time, King should have been reassigned an AYP status of Phase 0, due to the entry of more than 50% of its student population. However, the reassignment did not take place. The attendance data and test scores shifted and matched the population of its newest students.
- ML King received a new principal, Dr. Deborah Jenkins in July 2009 selected by the Detroit Public School System because of her abilities to change disorderly school environments, elevate achievement levels and raise graduation levels. Turnaround Partner, EdWorks, was also selected during Fall 2009 to work with the staff via professional development to have a positive impact in the classroom and underperforming student data. The school stabilized last year (2009-10) and continues to show improvement in enrollment, attendance and graduation rates following a two year decline in enrollment and based upon the present city demographics.
- The existing Martin Luther King, Jr. Senior High School is predominantly Black, non-Hispanic and economically disadvantaged. Approximately 17.8% of the current 2010 -'11 student enrollments have identified disabilities, which qualify them for specialized student services. 2009 -'10 attendance rate was 85% and had

improved from the 2008-'09 year's 83%. The 2009 -'10 graduation rate was 89.7% and increased from the 2008 -'09 of 85%.

Student performance on the MEAP remains low per State of Michigan Student Indicators for levels 1 & 2 in writing, mathematics, social studies and science. The MME 2008 - 09 scores for reading 42.9%, mathematics, 11.2%,writing 21.1%,ELA 30.2%, Science 23.6%, Social Studies 58.7%

Student performance on the PSAT is below National Standards as related to college readiness. The 2010 – 11 scores for Grade 9 were as follows: critical reading 31.6, math 31.8 and writing 31.5. The 2010-11 results for Grade 10 were as follows: critical reading 32.6, math 32.0, and writing 31.9. The 2010-11 results for Grade 11 were as follows: critical reading 34.6, math 33.8, and writing 33.8.

Martin Luther King's Comprehensive Needs Assessment indicates a number of areas in need of significant and rapid improvement

Critical Indicators

- In general, students at all grade levels are underperforming in core content areas
- Student mobility, absences, and changing school demographics are frequent disruptors of student progress
- Performance by the school's Examination students frequently exceeds that of the general population, conversely, their academic performance is not as high as expected, suspected under performance being charged to less rigor
- The limited indicators of performance for Special Education students shows no students achieving proficiency, suggesting a need for intensive program improvement, still there is a significant lack of data for the size of the enrolled population in this sub-group
- Student Data from the closed and merged schools was not disaggregated from the ML King Student population and thus bringing down the AYP status
- Data for many indicators in the past has been unavailable or not readily available, interfering with reliable monitoring
- The educational landscape has shifted. The lack of a consistent and positive impact in the classroom which requires engaging all students to help them reach their greatest potential is high and teachers are not effectively reaching all learners.

- More importance of 21st century skills and global competence is on the rise and teaching for understanding and increasing the rigor is needed.
- Resources are needed to meet the increased demands on the schools and help the educators to collaborate and break down traditional stereotypes relating to students of color in large urban settings

Areas of greatest need:

After an analysis of data, the King High School staff has chosen to implement a systemic, whole school approach targeting the following areas for immediate improvement:

- Science
 - Writing
 - Mathematics
 - Social Studies
- By redesigning our Small Learning Communities and the curriculums for MSAT, Mathematics, Science and Technology (our STEM program) and CISC Center for International Studies and Commerce (our Business, Technology, International Studies. Program) King's focus is on cutting-edge methods for addressing the needs of a wide range of learners and the teaching process with the sciences leading the Smaller Learning Communities, i.e., Environmental Sciences, Ecological and Life sciences, technology, Computer programs which include: (Information Assurance and Geographical Information Systems) and Renewable Energy steering and aligned to all of the Common Core content areas.
 - Restructure MSAT and CISC Programs to match Green, new STEM and Renewable Energy Programs and improve content knowledge and pedagogical skills as related to STEM teaching and the Detroit Public Schools Discovery Science and Technology Education Curriculum
 - Geographical Information Systems included in our CISC Smaller Learning Community and Information Assurance included in our MSAT Smaller Learning Community utilizes technology to engage students
 - Our Smaller Learning Communities will emphasize current research on executive function, motivation, effort, persistence and resilience. Novel approaches which teach and assess students through project based learning across different grade levels and content areas.
 - We are expecting to see acceleration in development of reading/ELA and mathematics skills, especially in the Ninth Grade Smaller Learning Community due to the increased amount of engaging activities which will require the students to be immersed in their language of each content area.

- Collection and utilization of data to drive instruction that meet the needs of individuals to individual instruction will drive the smaller learning communities
- Enriched instruction that is more engaging for students, a heightened sense of excitement about learning and improved relationships and communication between the school and its students and families about expectations of completed projects will lead to more motivation.
- Increased opportunities for students to expand their educational outlook – raise performance expectations and supports higher education opportunities for all learning communities with emphasis on Dr. Martin Luther King, Jr.'s life achievements. Students will have connections to a person and one to model after for excellence
- Additional opportunities for students to accelerate their learning via classroom experiences (focus trips), online, dual enrollment opportunities and internships
- Implementation of a best practice model with ready-made teacher deliverables to provide equitable and improved opportunities for all students thereby increasing achievement in writing, science, math and social studies
- Alignment of curriculum delivery and instructional practice with content standards, grade level expectations and student academic supports to enhance achievement
- Improved academic supports matched to identified individual needs and IEPs will be accurately matched to the individualized needs of students receiving
- Increase staff professional development for teachers to provide more Advanced Placement Classes and attitudes in and towards STEM and, student science learning, achievement and interest in STEM higher learning and careers via partnership-driven professional development
- Professional development to provide teachers solutions and deliverables to deepen teachers' understanding of how students' learn as connected naturally to science and ecological learning
- Professional development opportunities to build cross-curricular teaching and grade level building which fosters natural learning and the alignment of instruction to the new common State Standards and lesson planning tools.

Consider how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Sub Group Academic Data Analysis

Grade: 11 Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Mathematics		
	Year1	Year2	Year3	Year1	Year2	Year3
Social Economic Status (SES)	58%	39%	41%	24%	8%	8%
Race/Ethnicity	56%	43%	42%	20%	11%	11%
Students with Disabilities	0	0	0	0	0	0
0						
Limited English Proficient (LEP)						
Homeless						
Neglected & Delinquent						
Migrant						
Gender						
Male	50%	34%	36%	23%	14.0%	13%
Female	60%	51%	47%	18%	8%	8%
Aggregate Scores						
State						

Sub Group Non-Academic Analysis

Year: 2009-2010

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES	1002	70	893				0		
Race/Ethnicity	1383								
Disabilities	195								
LEP	7								
Homeless									
Migrant	186								
Gender									
Male	719								
Female	682								
Totals	1401					189			

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES	1002	0				
Race/Ethnicity	1383	0				
Disabilities	195	0				
LEP	7	0				
Homeless						
Migrant	186	0				
Gender						
Male	719	0				
Female	682	0				
Totals	1401	0		1390		

Enrollment and Graduation Data – All Students

Year: 2009-2010

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
9	436		0	0	0		436
10	319		0	0	0		319
11	335		0	0	0		335
12	300		0	0	0		289

Number of Students Enrolled in Extended Learning Opportunities

Year: 2009-2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
9	0	0	N/A	0	436
10	0	0	319	112	319
11	30	0	40	125	335
12	95	0	N/A	95	289

2. School Building Capacity – Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

X General Funds X Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	X Title I School Improvement (ISI)	X Title II Part A X Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	X Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input type="checkbox"/> Special Education
Other: School Improvement Grant Pre-Implementation Funds \$179,000. School Improvement Funds \$45,000			

3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

- a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.

The proposal for School Reorganization and Development at Martin Luther King, Jr. Senior High School prepared by the School Core/Design Planning Team and our EdWorks Partners incorporated the EdWorks Model into the Intervention/Turnaround MLK plan.

The faculty expressed support for the proposal as evidenced by their participation in regularly scheduled meetings and Professional Development Activities held on Professional Development Days and during Martin Luther Summer Institutes during the 2010 summer months to discuss and review the following topics when determining how to turn around ML King. The Detroit Federation of Teachers made a special agreement with High Priority Schools

- Student and Staff Data were analyzed, reviewed and the process of continuous assessment, monitoring and evaluation were discussed
- The plan to research best practice strategies to help all students learn how to learn given their particular skills, abilities, and learning differences included:
 - Teachers agreeing to participate in methods to help understand how to engage all learners at a deep level in the context of standards-based, test oriented school environment
 - Executive function strategies to plan, organize, prioritize, access, shift duties and self-monitor
 - Learning new techniques for evaluating students 'learning profiles and understanding their strengths and weaknesses.
 - Considering interventions and instructional strategies to complete the School Improvement Plan, such as portfolios, Project Based Learning, the incorporation of technology and Cross-curricular integrated assignments
 - Discussing high standards that offer direction to curriculum aligned to the benchmarks and the teaching processes and content standards
 - Gaining knowledge of standards matched to the broader framework of the school's vision, values, mission and improvement plan

- Discussing the District's quarterly assessments to measure student achievement and how to use the feedback for instructional decision making and the monitoring of student learning

As a Turnaround school, Martin Luther King, Jr. Senior High School, had an opportunity to interview all interested staff. Selected candidates had to show strong interest and passion for joining the school and working to see the plan through. Approximately, 50% of the 2008 –'09 Martin Luther King, Jr. Sr High School staff was replaced through this process. Dr. Deborah Jenkins was also appointed Principal of Martin Luther King, Jr. Senior High School at the 2009-10 school year along with a new administrative team.

Dr. Jenkins was selected because of her demonstrated ability to turnaround troubled school settings. Dr Jenkins has led an inclusive, transparent process to jump-start the improvement process in collaboration with stakeholders. The school improvement team which represents the stakeholders (students, parents, community leaders, fraternal, business and university partners of Martin Luther King Jr. Sr. High School) support the turnaround efforts by disseminating information to students, parents, and the community through regular Parent Teacher Conferences, PTSA meetings, Title 1 meetings, monthly board members and political connections.

In order to nurture our students to thrive in an increasingly borderless global environment, educators will learn how to create opportunities for students to develop intercultural awareness, knowledge and perspective on global issues, and multilingualism.

Further, the Martin Luther King, Jr. Senior High School community is employing the following strategies, among others, to achieve a successful Turnaround. Chief among the strategies are elements included in the Priority Schools agreement between the Detroit Federation of Teachers and the Detroit Public Schools, *which allows faculty to transfer to non-priority schools if they are in disagreement with the terms of the agreement*. At the writing of this grant, no one on the teaching staff has requested a transfer.

- It is essential for educators to be responsive to complex social developments and create learning experiences that are engaging and exciting for students. Staff must learn how through professional development opportunities to:
 - Best prepare students for a future that is how to imagine and changing
 - Teach for deep understanding that allows people to solve complex problems and do work that is ethical, excellent and engaging
 - Encourage students to fall in love with learning.
 - Develop their roles of reflection and assessment in student and teacher learning

- Using data as a driving force behind the rigorous, relevant, instructional program that is research-based and aligned to the national Common Core standards, state standards, national college and career-ready standards
 - Help teachers to understand how to use multiple and under-utilized types of data, i.e. assessment, demographics, perception and process data to improve teaching and learning
 - Through professional development opportunities, which help to cultivate the habits of mind that can improve the effectiveness of staff and team meetings which can help to foster a supportive culture of inquiry
 - Expand learning time for struggling students through double-dosing classes in ELA and mathematics connected to portfolios and Project Based Learning in blocked scheduled classes
 - Developing student and staff skills in using Excel and PowerPoint to analyze display and tell data stories
- The MLK faculty has participated in continuous learning opportunities, as supported by:
 - The increase of the number of teachers being trained to teach Advanced Placement classes for mathematics, science, English and Social Studies.
 - Their participation in workshops which examined successful initiatives that connect students in the U.S. with students overseas for shared learning experiences
 - Exploring digital media, information and communication technology as potential tools for global education
 - Establishing an effective shared decision-making system, driven by our Core Leadership Team
- The School Improvement Team and our Educational Partner are exploring options for:
 - Extending the school day through the Detroit Public Schools Extended Day Program and a Rotating Schedule which allows for flexibility and more course offerings
 - Extending the school year through Summer Bridge transition programs for new ninth graders entering high school and credit recovery students

- Engaging every staff member—leaders, teachers and support staff—in an on-going, job-embedded professional development process within the regular school year and in extended time, with any staff hours worked beyond the regular school day compensated at the contract rate.
- Implementing an educator evaluation system that includes attainment of pre-established benchmarks and targets, and a continuing commitment to the Priority School agreement.

Again, all bullets are supported by a newly negotiated contract with the Detroit Federation of Teachers and Detroit Public Schools High Priority Schools Initiative.

- b. Explain the district and school’s ability to support systemic change required by the model selected.

Operational Flexibility to Restructure the Learning System of the School

In 2009-‘10 the Detroit Public Schools Emergency Financial Manager and Chief Academic and Accountability Auditor instituted a new set of central policies and practices that:

1. Put strong principals at the helm of the District’s most troubled schools;
2. Identified specific performance targets for student achievement and increased graduation rates based on state, district, and school data;
3. And then gave principals the internal and external support they needed to get the job done, including negotiating a contract with the union that gives principals more flexibility in the use of time during the school day and the ability to extend the school day, as needed, to reach learning goals.

Dr. Deborah Jenkins was appointed Principal of Martin Luther King, Jr. Senior High School for the 2009-10 school year. She used the new system of operational flexibility to engage external partner, EdWorks to facilitate a re-visioning process in 2009-‘10 that will lead to a restructuring of the school. Under her guidance, the high school moved to support well-designed, themed small learning communities, each with its own leadership and growing system of distributive leadership.

The MLK School Improvement Team worked with EdWorks, (the selected Education Partner to help our faculty to learn ways to make progress in teaching all types of students to enhance academic growth. The School Improvement Team began to explore practices that focus on teacher effectiveness and performance break-through.

The entire professional learning community made a decision to focus on changing the ML King High School culture by engaging all stakeholders (students, staff, parents, business partners and community) in discussions when developing the mission and vision of the school. It was a general consensus that more emphasis needed to be placed on the history

and life of Dr. Martin Luther King, Jr., other civil and human rights leaders and the alumni and legacies of Martin Luther King, Jr. Senior High School. The idea was accepted and the strategy served as a real performance breakthrough for our students. Students were included in the process of change and made a buy in. More students began to honor the required dress code and worked to keep the building clean.

Our Emergency Financial Manager and Chief Academic Officer gave support to revamp our schools. King has long been one with good educational programs which emphasized creativity, entrepreneurship, mathematics, science, technology and hard work.

- The **9th Grade Academy** will provide a safe and productive learning environment with limited access to the upper classmen. Students will have opportunities to communicate effectively, think critically, solve problems and become technologically literate through a variety of project-based learning opportunities, focus trips and extra-curricular activities which include ecological, environmental and green focused activities in all academic content supported with the use of technology in most lessons.
- The **Center for International Studies and Commerce Academy** will provide 10-12th grade students with a sense of pride, citizenship, and ownership while developing a strong character and a sturdy foundation in foreign culture, business and technology which prepare students for careers in mathematics, business/marketing, Geographical Informational Systems and international studies. Students will implement knowledge about Green studies and the importance of reducing the carbon footprint through recycling, refurbishing, renewable energy programs and how this knowledge works in the world of work and entrepreneur opportunities.
- The **MSAT-STEM Academy** will provide 10-12th grade students with a sense of pride, citizenship, and ownership while developing a strong character and a strong foundation in mathematics, green technology, alternative energy, science and technology, and Information Assurance which prepare students for careers in mathematics, engineering and science. Advanced students will be encouraged and have opportunities to take Dual Enrollment classes with College and University Partners
- The **College Prep Liberal Arts Academy** will provide 10-12th grade students with a sense of pride, citizenship, and ownership while developing a strong character and a sound educational foundation that will prepare students for academic and global success in a rich liberal arts program including athletics and fine arts. Students will have opportunities to take class offerings in the CISC and MSAT Academies based on ability and interest

These areas of concentration will be structured as hybrids between career academies, and vertical house plans. These small learning communities will be based on current interest

level of student and employment forecasts. Although little data exists to prove the effectiveness of this method plenty of data is present for small schools. This is in alignment with King's long term goal of satellite campuses.

It was with these new smaller learning communities in mind that Dr. Deborah Jenkins and her leadership team interviewed all interested staff and assembled a strong new staff whose members show strong interest and passion for joining the school and working to bring new, unique curricula to life for each SLC. Approximately, 50% of the 2008 -'09 Martin Luther King, Jr. High School staff was replaced through this process.

Martin Luther King, Jr. is further using the operational flexibility afforded by contract negotiations with the union to:

- Implement blended courses, 1:1 computing and Virtual courses as a key component of our curriculum. This type of learning will allow for differentiated instruction inside the classroom, project based learning through use of virtual field trips, web quests, and web 2.0 skills.
- Non- traditional classrooms will be encouraged throughout the curriculum to support varying learning experiences. Marzano's taxonomy will be a central focus ensuring all students' cognitive learning is strengthened.
- Vertical Houses will be developed to ensure collaboration and input from all staff. These teams will also identify strategies and policies to be threaded throughout the small learning communities. Vertical teams will meet twice a month to analyze data and execute intervention methods.
- In addition, these teams will make data driven decisions for common pre-assessments, career aptitude assessments, past MEAP and MME performance and Common Core Standards.
- Small Learning Communities Leadership Teams, Data and Instructional Specialists will be responsible for designing Project Based Learning and evaluating portfolio standards yearly.
- Horizontal Teams will also be developed to analyze data, develop common policies, practices and implement intervention models. Teams will meet twice monthly to access and review data to modify strategies as needed.
- Social Workers and Counselors will make available Affective programs and to be used as needed for students' emotional and social issues.
- Teams will develop common assessments/projects to implement inside classrooms.

- Once a month, the school leadership team will decide on a theme to be executing inside all classrooms on the first Friday of each month. Students use current skills to learn how all concentrations are integrated.
- STEM school wide competitions will be designed, implemented, and evaluated yearly in order to yield competition. These competitions will also address our current MME as well as newly adopted Common Core Standards
- The Geographic Information System and Information Assurance programs are currently implemented inside our Science classrooms. Each year the number of classrooms will increase exponentially, thus encouraging staff and students to incorporate data into their projects and portfolios/assessments. Thus, increasing student's ability to develop their 21st century skills with special emphasis on critical thinking as aligned with the common core standards.
- Technology offerings will be available through the Detroit Public Schools Extended Day, Credit-Recovery and Transition Summer School, Second Chance Programs for age-high and grade low students
- Increased course offerings, double dosing in mathematics and ELA classes for identified struggling as well as high achieving students in these areas to foster and develop these areas of concentration. Hence, staff and students will increase ability to exceed Michigan Merit Standards
- Students will utilize advanced graphing utilities such as the TI Nspire to assist the learner construct cognitive systems
- Students will be allowed to learn and apply practical and meta-cognitive skills about Natural Sciences through our Pre- Medicine and Aquatic programs. Students will increase meta-cognition skills through our Renewable Energies program. These programs will be key components in our STEM system based on employment forecasts.
- Develop a block schedule with a common prep at the school that allows every staff member—leaders, teachers and support staff—time to engage in an on-going job-embedded professional development process within the regular school year, after school and extended summer professional development and provides stipends for teachers to participate in the curriculum development process.
- Increase course offerings through the implementation of a rotating schedule, which will allow time for: double-dosing in mathematics and ELA classes, based on using MME data, Accelerated Reading and Star Math data the identified students will attend 110 minutes of mathematics and ELA classes to increase proficiency.

- Develop a schedule at the school that allows every staff member—leaders, teachers and support staff—time to engage in an on-going, job-embedded professional development process within the regular school year, after school and extended summer professional development and provides stipends for teachers to participate in the curriculum development process. This time can also be used to support students with tutorial time, portfolios development and school club participation.
- Using a socio-ecological approach, the interdependence of each stakeholder’s role in raising student achievement and closing gaps; parents, community members, can strategically and effectively work together with a shared goal for improved student outcomes
- Staff will explore how to mobilize students to effectively improve levels of peer support for achievement among all learners
- Provide on-going job-embedded professional development to analyze student writing samples, assessment data, demographic data, perception data and process data to learn how to raise achievement levels for all students—while narrowing the gaps between groups with the support of 21st century skills, project based learning and differentiated instruction; thus reaching and targeting the cognitive systems of learners, daily.
- Staff will learn strategies to engage students in striving for excellence with equity by focusing on instructional quality, student engagement, youth development, parents and leadership
- Increasing our human resources by hiring additional Ed. Techs, Instructional Specialists and Data Specialists to help teachers to delve deeper into the students’ achievement and process data to guide instruction
- Consider national and local policies that impact teaching and learning for all students. Understanding how government policies address the educational needs of children with disabilities and the school inclusion process to address those needs
- Instructional and Data Specialists will explore educational methods and materials to eliminate the need for costly adaptations of new curricular products
- Work with colleges and universities to create new opportunities for students to accelerate learning by enhanced learning opportunities which may lead to earning University Credit

- Provide incentives for teachers (Net book computers and I Pads, document readers, calculators, projectors, Smart boards, etc.) to incorporate technology into the curriculum in all content classes.

Further, the Turnaround strategy at King High School will engage in, model and promote collaborative practice by:

- Learning about the latest brain research on diverse learners. Consider how scientific discoveries are reshaping our understanding of how individuals learn and what motivates them
- Distributing responsibility for high quality education among all stakeholders, i.e., teachers, administrators, parents, and community members by acquiring practical, classroom-based and home based applications to implement differentiated instruction which is to address the diversity of students in the classroom and the different smaller learning communities. Horizontal and vertical teams will collaborate at least twice a month to ensure systems of learning are being implemented
- The parents of learners will be offered assistance to work with and become apart of the team
- Providing parents and students with access to achievement data through progress reports, course syllabi and 24 hour accessibility to on-line platforms, which may also include tutoring.
- Investigating and selecting research based proven practices strategies to address high priority objectives, such as creating rotating schedules that allow accelerated students to enroll in additional classes. Also, provide support for students requiring extended learning time.
- Gaining a deep understanding of standards and stimulating learning by sharing responsibility and accountability through project based learning opportunities and practical, classroom-based and school-based applications to implement differentiated instruction
- Increase the spectrum of learning opportunities via technology for staff and students through the Michigan Virtual University online educational platforms. Engrade and Blackboard Connect are available for parents and students to communicate with teachers about student achievement on a continuous basis. Parents and students also have real time access to current lessons and reliable data on achievement status.
- Providing a safe and quality environment with all the necessary tools for each stakeholder to achieve at their maximum potential.

- Using data as a driving force behind the rigorous, relevant research-based instructional program and practices that are aligned to national Common Core standards, state standards and national college and career-ready standards

MLK is implementing an educator evaluation system that includes attainment of pre-established benchmarks and targets and a continuing commitment to the Priority School agreement, providing continuous and immediate performance feedback to staff.

The LEA has an established educator evaluation system which sets forth the following guidelines:

Principal Evaluation Tool/Process

Effective school leaders are also critical to the work required to improve teaching and learning. Building a community of instructional leaders who are able to support teachers in improving instructional practice and create the necessary structures and systems required to effectuate this work is an essential element of comprehensive reform.

Developing the capacity of school leaders to support improvements in teaching and learning, requires that principals have access to meaningful professional learning opportunities that are aligned to core competencies that define effective leadership and at the same time, meet each principal's individual learning needs. The creation of a comprehensive principal evaluation system is a core element of leadership professional development and continuous improvement. To that end, the District has begun the work of developing a principal evaluation system, in collaboration with a focus group of school principals that is based on a continuous improvement model and shared accountability for student learning and achievement. The primary purpose of the evaluation system is to improve the capacity of the principal to improve teaching and learning by:

- Creating a shared vision of effective leadership
- Providing meaningful feedback to principals that support the refinement of their work
- Providing qualitative and quantitative data that drive the design/adjustments of the comprehensive principal professional development plan
- Creating a system of accountability

The principal evaluation tool is aligned to the teacher evaluation tool and is based on the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders, elements of whole school improvement, and turnaround leader core competencies. The principal evaluation tool/process is based on the following key components:

- 1) **Core competencies that define effective leadership** – professional standards that define what principals should know and be able to do – tied to elements of

whole school improvement, ISLLC standards, and turnaround leader core competencies:

- a. Domain I: Focus on Learning
 - b. Domain II: Monitoring Teaching and Learning
 - c. Domain III: Building Professional Learning Communities
 - d. Domain IV: Acquiring and Allocating Resources
 - e. Domain V: Maintaining a Safe Learning Environment
 - f. Domain VI: Effective Engagement with Families and External Community
- 2) **Outcomes-Driven** – Directly links student academic and non-academic performance measures to leadership practices
 - 3) **Evidence-Based** –Evaluation ties to concrete evidence that ensures assessments of performance are not based on arbitrary decisions
 - 4) **Guidelines for Evaluation Leadership Practice** – Provides specific guidelines as to how to assess/ measure principal effectiveness.
 - 5) **System of Professional Development and Support** – aligns principal learning needs, performance standards, and the appropriate professional development/support.
 - 6) **Self-Assessment** - Designed to support self-evaluation and reflection on performance and planning for personal improvement
 - 7) **Accountability** – provides direction for the removal of ineffective principals who do not meet performance expectations. The principal evaluation tool/process is expected to be completed December 2010.

Professional development for assistant superintendents and principals will begin January 2011. Implementation will begin as a pilot during the fourth quarter of the academic school year. Full implementation will begin 2011-2012 school year.

Teacher Evaluation Process

The Detroit Public Schools Teacher Evaluation Process shall include the following components:

Component 1: Training

Before participating in the evaluation process all teachers, principals, and peer evaluators must complete training on the evaluation process.

Component 2: Orientation

Within two weeks of a teacher's first day of work in any school year, the principal will provide the teacher with a copy of the directions for obtaining access to a copy of:

- A. The Rubric for Evaluating Detroit Public School Teachers;
- B. This policy; and
- C. A schedule for completing all the components of the evaluation process.

Component 3: Teacher Self-Assessment

Using the Rubric for Evaluating Detroit Public School Teachers, the teacher shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

Component 4: Pre-Observation Conference

Before the first formal observation, the principal shall meet with the teacher to discuss the teacher's self-assessment based on the Rubric for Evaluating Detroit Public School Teachers, the teacher's most recent professional growth plan, and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lessons. The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations, but may be requested by the teacher and/or principal.

Component 5: Observations

- A. A formal observation shall last at least forty-five minutes (for self-contained classrooms) or an entire class period (for rotating classes, i.e. middle and high school).
- B. Probationary Teachers
 - a. The principal shall conduct at least two formal observations of all probationary teachers.
 - b. A PAR consultant shall set the guidelines and timeline of the program. During observations, the principal will evaluate the teacher's performance on the Rubric for Evaluating Detroit Public School Teachers.

Component 6: Post-Observation Conference

The principal shall conduct a post-observation conference no later than ten school days after each formal observation. During the post-observation conference, the principal and teacher shall discuss and document on the Rubric strengths and areas for improvement observed during the teacher's lesson.

Component 7: Summary Evaluation Conference and Scoring the Teacher

Summary Rating Form

Prior to the end of the school year and in accordance with DPS timelines, the principal shall conduct a summary evaluation conference with the teacher. During the summary evaluation conference, the principal and teacher shall discuss the teacher's self-assessment, the teacher's most recent Individualized Development Plan, the components of the Detroit Public School Teacher Evaluation Process completed during the year, classroom observations (both formal and informal), artifacts

submitted or collected during the evaluation process and other evidence of the teacher's performance on the Rubric.

At the conclusion of the Detroit Public School Teacher Evaluation Process, the Principal shall:

- A. Give a rating for each Element on the Rubric;
- B. Make a written comment in any Element marked "Apprentice";
- C. Give an overall rating of each Domain in the Rubric;
- D. Provide the teacher with the opportunity to add comments to the Teacher Summary Rating Form;
- E. Review the completed Teacher Summary Rating Form with the teacher;
- F. Secure the teacher's signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

Component 8: Individual Development Plans

Teachers who are rated at least "Proficient" on all the Standards on the Teacher Summary Rating Form shall develop an Individual Development Plan designed to improve performance on specifically identified Standards and Elements. An Individual Development Plan shall, at minimum, identify the Standards and Elements to be improved, the goals to be accomplished and the activities the teacher should undertake to achieve Proficiency, and a timeline which allows the teacher one school year to achieve Proficiency.

Peer Assistance and Review (PAR)

A teacher shall be referred to the PAR office whenever he or she is rated "Apprentice" in **two or more** domains on the teacher summary rating form.

Beginning Teachers

Effective 2010-2011, all beginning teachers will be mentored by a Peer Assistance and Review Consultant for at least 2 semesters.

Probationary Teachers

Effective 2010-2011, a principal must rate a probationary teacher as "Proficient" on all five Detroit Public School Professional Teacher Domains on the most recent Teacher Summary Rating Form before recommending that teacher for career status.

The following information details the process and tools King High School will employ to make the strategies outlined above a reality in the daily life of the school.

District-Level Commitment to the Transformation Plan at King High School

Improvement efforts at Martin Luther King High School are made possible through a wide range of system-level supports including, but not limited to:

- The District has appointed a regional Superintendent for School Redesign,

Dr. James Ray, with the assistance of Kathleen Freilino, an experienced central office change agent and successful building administrator. This team has the access and influence to move the work forward in an expeditious manner.

- Implementation of “The Learning Village” platform to support data-driven instruction and delivery of standards-aligned curriculum from multiple providers.
- Guided instructional webinars and podcasts to demonstrate effective instructional practices and implementation of related strategies.
- Central office and school based leadership teams will conduct walkthroughs to evaluate the effectiveness of job-embedded professional development.
- Instructional Specialists and contracted educational partners will aid and assist with the necessary research and professional development for transformation.
- A commitment to the use of a Short-Cycle/formative assessment system to serve as an on-going measure to track students ‘achievement
- The District engaged EdWorks, LLC, will assist with the systemic, Martin Luther King, Jr. Senior High School transformation process
- Detroit Public Schools has purchased Net book computers for all students which supports our efforts in implementing our virtual learning classes. As one of the few schools in the District offering Chinese we are able to provide technology to enhance the learning experience. Currently, upper level Chinese students are engaged in Chinese 360 where they are engaged in distance learning. It is a hybrid model which builds upon the lessons taught in class.
- DPS has provided new desktop computers for every classroom

At the school level, using SIG funds, the district will continue to work with the established leadership team on the King High School campus. The team consists of:

- A School-Based Transformation Manager provided by our EdWorks Partner.
- A leader for each of the Smaller Learning Communities at King High School. The administrators will be responsible for leadership development and targeted one-on-one mentoring time with the EdWorks coach 2-3 times weekly, as well as time for full participation in all teacher professional development.
- A Data Analyst to assist in the capture and reporting of data in a way and on a timeline that allows teachers to use the data to improve instruction.
- An Assistant Principal, Instructional Specialist, Ed. Techs and a lead teacher assigned to the Academic Core Areas and each Smaller Learning Community

focused on improving mathematics, science, ELA and social studies knowledge, skills and teaching practices that will work hand-in-hand with the literacy coach provided by the district to improve student basic knowledge and skills via cross-curricular.

- A College Community Access Coordinator to provide students with the information and support needed to pursue higher education and/or careers.

Organizational funds will be provided to support:

- Common Planning Time for all teachers embedded within the master schedule.
- Focused professional development time for all educators in the building: Four hours of extended professional development time which includes extending staff meetings by one hour for additional collaboration and Saturday workshops to discuss data that drives the curriculum. An annual teacher summer institute (in two parts, three days in June, two days in August, at a minimum is being reviewed)
- Accelerated Academies for students: focused student intervention just prior to the high stakes state exams (in addition to any regular intervention practices)
- Student Summer Bridge: minimum 4 days as transition between grades 8 and 9
- Year-long Senior Seminars and Leadership classes which help students with projects to transition between high school, the world of work and higher education.

An External Rapid Turnaround Partner

In summer 2009, the Detroit Public Schools released a Request for Qualifications to assist its priority schools in designing and implementing a systemic approach to whole school reform. School leaders met with approved external providers and confirmed EdWorks as their choice of external partners. Why EdWorks?

EdWorks, LLC is a not-for-profit, fee-for-service subsidiary of the nationally recognized Knowledge Works Foundation. To drive its work on the ground, EdWorks has developed a portfolio of proven high school approaches: Redesign; Early College; and Science, Technology, Engineering and Mathematics (STEM). Collectively referred to as, “The EdWorks Model,” these approaches enable school and district leaders to start-up or restructure a high school through a five-year, step-by-step system of strategies, processes, and deliverables.

The EdWorks Model represents a structure and process of working with schools to turnaround operations and student achievement. The Model is designed to develop a high-performing high school that uses personalization as the key to its success.

Personalization is achieved in three ways:

1. Through the development of high-functioning small schools in an existing school building.
2. By building the capacity of each and every person in the school to “get the work done” through very structured professional and leadership development plans.
3. By developing a culture in which the teaching and learning process focuses on individual student growth and achievement and thus drives everything that happens in the building (i.e., if it doesn’t improve teaching and learning, we don’t do it).

Student Achievement forms the Focal Point for the EdWorks Model.

The four fundamental components—rigorous curriculum and instruction, climate and culture, aligned assessments and a system of student support—provide the foundation for the work with schools. A total of 36 essential elements refine the implementation strategy. Together, these four components, their underlying elements and the district support framework form a tightly-woven, interconnected, interdependent system; the SIP committee would be a good fit for our MSAT and CISC SLCs.

4. School Improvement Intervention Plan—5 page limit

Describe in narrative form the building plan for implementing the intervention model selected.

Firstly, Detroit Public Schools identified Martin Luther King, Jr. Senior High School as a high priority school and eligible to be selected for the Turnaround intervention model. A new principal was hired, approximately, 50% of the staff was replaced and the MLK School Improvement Team selected EdWorks as the Educational Turn Around partner.

Martin Luther King, Jr. Senior High School Improvement team reviewed the school’s data and began to work with the faculty to help eliminate excuses related to poor student achievement. On the road to addressing concerns and findings related to poor attendance, academic performance, discipline and cultural issues a call to action was answered by Detroit Public Schools and the Martin Luther King, Jr. Senior High School Community. The Core/School Improvement Teams made up of administrators, teachers, counselors, staff, students, parents and community members cleaned and de-cluttered the building, designed four smaller learner communities and created new schedules for the students.

The Core/School Improvement Teams planned and scheduled community, parent meetings and student assemblies to disseminate information about the direction of the new

Martin Luther King, Jr. Senior High School. In these meetings, information regarding school culture, academic programs, achievement levels and graduation rates were discussed and shared. Students' preparedness for the challenges of competing in a global society was addressed, as well as strategies to improve.

Detroit Public Schools provided a list of Educational Turnaround Partners for us to make a selection and in King's case, EdWorks was selected. The Educational Turnaround Partners are to help tackle some of MLK's biggest challenges, provide professional development needs and research to help with the implementation of the intervention model.

After many discussions, the faculty and staff members accepted the challenge to work toward and achieve instructional excellence. Information about Best Practices studied from Marzano, the Michigan Department of Education, U.S. Department of Education, National Center for Education Statistics and the Council of Great City Schools; the commitment to learning and improve teaching to best serve our students was made as evidenced by the faculty's agreement to become a teacher in a high priority school.

During our focus on quality and structure, we were looking for what matters most when improving student achievement. Our answer was: high quality teaching and learning; our intervention plan was designed on how does this look? During our school re-design discussions, special attention to building teacher quality; improved programming was given to address the accelerated and struggling learners, in an effort to do what is right for all of our students. Therefore, we identified, high quality teaching as the most important ingredient of improved classroom learning and scheduling.

The Core/School Improvement Team also considered the huge differences among teachers in their ability to take students from where they are to where they need to go. We also, realized that data and how to use the data were key elements in the improvement and support for teacher quality.

During the 2009 – '10 school year, the Martin Luther King, Jr. Sr. High School Ninth Grade SLC Data Team met twice a month, School Improvement and Core Planning Teams collaborated and developed a tiered approach to using data and research to promote continuous use of student and teacher data to inform and differentiate instruction. This ubiquitous use of data will be used to develop our professional developments, re-designed curriculums and schedule to meet the needs of all students, ensuring they have the supports they need to be successful in a rigorous course of study monitored by our School Improvement Leadership Team and counselors to allow for effective student programming and achievement.

Martin Luther King understands that time matters and realized the importance of having a good schedule which can open doors to 21st century opportunities. Beginning with planning for the 2011-12 school year, Martin Luther King will develop schedules that use time in a very different way. To begin, students will be scheduled in a modified block that allows time for inquiry-based, hands-on learning shown to be effective with today's learners. Our proposed 8 period extended rotating schedule is designed to

address more of our students' needs on accelerated as well as students needing intervention. Critical core courses will include regular "lab" periods that allow time to extend the learning process. In order to ensure the highest levels of achievement for all students Martin Luther King will work with scheduling experts from EdWorks and our DPS Student Information Department to develop a rotating schedule, a system that is flexible enough to allow more course offerings, for students who need extra time to grasp complex concepts and skills in core content classes.

Our newly reviewed course offerings include: more technology in GIS (Geographical Information Systems) and IA (Information Assurance Systems). Classes in Aquatic Studies, more additions to our Engineering and Renewable Energy Programs and cross-curricular connections in mathematics, English, social studies and science is a primary focus to engage our students with more project-based learning. Our Physical Education will include scuba diving which will help to connect aquatics study and physical education. Plans are in place for the expansion of our fine arts program to the academic core as well.

ML King is looking to design a schedule that will allow teachers to have common preps which allow for collaboration to make time-decision-making adjustments for students to have the extra time they need, when they need it—even if that means a little less time with the social studies teacher that day or that week. Modified instruction, which includes "double dosing" in the English Language Arts classes and mathematics classes, for instance, and full inclusion (with team teaching by general and special education teachers) are additional measures that will be employed. "Longer periods" may also be available in science and social studies, for portfolios and content projects. Teachers are being serviced on how to incorporate data in the planning of their lessons and teaching strategies.

The learning plan that will be developed for each SLC will also extend student learning opportunities through structured field experience opportunities and action research projects conducted with university and corporate partners.

Technology will be used throughout the school to better engage students in the learning and offer options for independent study, as needed, to keep students on track for graduation. In instances where students were not initially successful, students are scheduled into Credit Recovery/Extended Day and/or On-line classes through participation with Michigan Virtual University.

The MME and PSAT results were also analyzed after being disaggregated to hone in on specific needs of the school and each individual student. PSAT Workshops were held to provide student score reviews with all stakeholders. Individual strengths and weaknesses were discussed with the stakeholders, as well as, various strategies to convert their

weaknesses to strengths. The PSAT scores along with other assessments and teacher evaluations will be used to identify at-risk students needing additional support to prepare for the upcoming administration of the MME and scheduling.

Additional ongoing pre-implementation activities and strategies the staff at MLK are committed to include:

- Counselors and administrators identified at risk students and scheduled them into Reading Seminar and Math Lab to continue building upon the skills taught during their ELA class and mathematics class. Gifted and talented students were identified and offered advance placement classes.
- Scheduling teachers additional professional development opportunities during the summer to increase the number of available advance placement courses through College Board's Summer Institute
- Scheduled technology training by Wayne RESA coaches.
- Teachers providing tutoring and after school support for students.
- Attendance agents establishing and building positive relationships with students, parents and the community to prevent truancy and to improve the school's climate and culture.
- Administrator led staff meetings to provide professional development opportunities on using various data, i.e. perception, process, assessment and demographics data to align teaching and specific student's needs.
- Teachers delivering instruction via smart boards to enhance student engagement. The technology coach will assist the staff with continued incorporation of technology into the daily lesson.
- The assignment of a Process Mentor to MLK to assist with data monitoring and an additional means to communicate with stakeholders.
- Publishing results to inform students, parents, and other stakeholders In conjunction with our Turnaround Partner, EdWorks.

The four-year learning plan that will be developed for each SLC will also extend student learning opportunities through structured field experience opportunities and action research projects conducted with university and corporate partners.

Response to Intervention

King High School will implement an RTI system as defined by the National Council for

Response to Intervention: “Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With RTI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities.”

King High School’s Improvement Plan and its Strategic Plan (both integrate a commitment to the use of data to drive instruction. That commitment is seen in the commitment of funds to support:

- A school-based Data Analyst for the collection of achievement, demographic data, and attendance trends, suspensions, mobility and behavior data. The data analyst will continue to disaggregate data generated from quarterly benchmarks, STAR, MME, PSAT and short-cycled assessments to aid in adjustment of goals based on identified need.
- Professional development in the use of data to drive instruction and the development of standards-based instructional plans and the commitment to employ a formal system of interventions and acceleration to help all students achieve success in a rigorous and project based curriculum.

The formal intervention system includes the following levels:

Level One: All students participate in a baseline diagnostic assessment to pinpoint skills and challenges in English Language Arts, mathematics, science and social studies. Student schedules are designed to provide acceleration or intervention as needed. All teachers use data to drive instruction and employ differentiated teaching practices. Test taking skills relayed to state-required tests and standards will be embedded in all classes. Testing occurs three more times during the year through the DPS Quarterly Assessments.

Level Two: Students not meeting individual learning goals under Level One will participate in intensive instruction through our rotating schedule which is designed as prescription based on the students’ identified area of strengths and need for intervention. Outside of the regularly scheduled school day, virtual learning opportunities provided through 24 hour ‘virtual’ tutoring and on-line classes offered will also be available to help students enhance skills in the academic common core standards. Students who need additional help are referred to guidance, RCT, Resource Coordinating Team and possibly specialized student services for additional support.

Level Three: The King High School Response to Intervention Team aka, RCT will be comprised up a social worker, administrator, counselor, parent, assistant attendance officer, and rotating teachers in the identification of evidence-based interventions to ensure the most challenged students reach learning goals.

The Martin Luther King, Jr. Senior High School Core/School Improvement Planning Team addressed thorny issues related to curriculum design, school structure, teaching practices and the students' social needs in the affective domain with hopes of effecting change in an expeditious manner.

5. External Provider Selection

Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

Detroit Public Schools conducted a needs assessment and ML King selected the external partner provider, EdWorks from the DPS approved list. The selected external providers for each site must submit to an annual evaluation and meet the standards of the Martin Luther King, Jr. Senior High School Core and School Improvement Teams as evidenced by improvement in achievement data established by the District and State approved measures.

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

Martin Luther King, Jr. Senior High School Community Engagement in the 2009-'10 planning year was conducted primarily through a series of conversations. Conversations were held anywhere that people come together before, during, and after school and revolved around a set of essential questions, ranging from people's hopes and dreams for the students of their community to student needs for real world, applied learning. The conversations involved small groups of two to thirty five people, as well as, school-wide meetings representing more than 500 people. Community insights and recommendations were gathered through the process and used to help shape the design of the schools. During 2009-'10, the conversations provided a glimpse of the future of education for parents and community members and gained their insights into what that meant for their community. King is fortunate to have a strong group of committed parents and alumni associations. Our Attendance Agent and two Assistant Attendance Officers also have extensive relationships with the community and parents. *Again, the staff of Martin Luther King Jr. Sr High School is committed to implementing the Turnaround Model and creating a center of educational excellence for our stakeholders.*

A broad cross section of the community including students, alumni, community organizations, parents, faith based community, political representatives and business partners play an active role in strengthening the schools culture and community relationships. These groups continue to express their support for the school improvement efforts described in this application and their desire to remain active partners. The common consensus was for all students and the entire city of Detroit to be moved by our school improvement plan. Community, business and university partners are still committed and are proposing design units of study that involve real world learning experiences for students in a planned purposeful way and culminating with internships during the senior year for most students. Often, parents, business, community and university partners are members of the teams listening to and scoring student presentations. The community involvement at Martin Luther King's educational process engages across a wide range of stakeholders.

A new Martin Luther King, Jr. Senior High School is being built and scheduled to open 2011- '12 school year and brings additional excitement. The following current community resources and partnerships will enhance the culture and climate of the school, thereby, increasing student achievement.

- Wayne County Community College District – dual and concurrent enrollment initiative (achievement goals)
- Wayne County Neighborhood Legal Services- conflict resolution to address socio-emotional needs.
- Wayne County Prosecutor's Office – anti violence and anti bullying – socio-emotional need
- Eastern Michigan University – Geographical Information Systems and Information Assurances – embedding technology in the curriculum
- Detroit Urban League – debate which leads to increased Reading and Writing Skills
- University of Michigan – MREACH - ROSS business school – achievement
- IDEA - exposing students to college and career readiness – achievement
- University of Michigan – MCAP – Calculus Achievement Program – achievement and college readiness
- National Science Technology Association to assist with implementation of Green curriculum and eco-living systems.

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

Martin Luther King, Jr. is further using the operational flexibility afforded by contract negotiations with the union to:

- Expand learning time through the Detroit Public Schools Extended Day, Credit-Recovery and Transition Summer School, Second Chance Programs for age-high and grade low students
- Increase course offerings, double-dosing in mathematics and ELA classes
- Develop a schedule at the school that allows every staff member—leaders, teachers and support staff—time to engage in an on-going, job-embedded professional development process within the regular school year, after school and extended summer professional development and provides stipends for teachers to participate in the curriculum development process.
- Work with colleges and universities to create new opportunities for students to accelerate learning by earning University Credit
- Provide incentives for teachers (Net book computers, document readers, calculators, projectors, Smart boards, etc.) to totally re-vamp the curriculum.
based on collected and analyzed data
- Supporting team teaching practices in our inclusion classrooms for ease of transition.
- Modify the school schedule allowing for a rotating student scheduling system. Maximizes student opportunity and performance.
- Continue research options and planning to create recess, student seminars, college and career readiness training during abbreviated lunch schedules.
- Continuing shared decision making to negotiate decisions on types of parent teacher conferences i.e. group v individual, the location or having student led conferences.
- Continued commitment to student governance including Michigan Youth in Government, Student Government and Student Council with culminating activities to include visiting local, state and federal governmental agencies.
-

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

King High School and EdWorks will implement a multi-faceted technical assistance approach across the three years of the School Improvement Grant. The plan is designed to have experienced EdWorks technical assistance coaches modeling high quality instruction based on “Best Practices” a scaffolded system of planning related to the ML King restructured SLCs. The professional development will be tied to the needs of ML King’s programs and aligned to the “Best Practices” for our STEM, CISC, Green and Renewable Energy programs. Research-based teaching, learning and leadership high-quality practices will be provided through modeling and mentoring. Collaboration and feedback to all of the ML King Staff as well as the EdWorks Partners will be collaborative. Yearly, EdWorks must be evaluated to see if there deliverables were aligned to support the ML King community and enhance student achievement.

The goal is to prepare staff to carry on the research-based practices after the close of the grant. The work is scaffolded to challenge participants and build sustainability.

The following pre-implementation activities are incorporated into Year one of the School Improvement Grant:

- Counselors and administrators identified at risk students and scheduled them into Reading Seminar and Math Lab to continue building upon the skills taught during their ELA class and Math class. Gifted and talented students were identified and offered as advance placement classes.
- Scheduling teachers additional professional development opportunities during the summer to increase the number of available advance placement courses through College Board’s Summer Institute
- Scheduled technology training by Wayne RESA coaches.
- Teachers providing tutoring and after school support for students to increase achievement
- Attendance agents establishing and building positive relationships with students, parents and the community to prevent truancy and to improve the school’s climate and culture.
- Administrator led staff meetings to provide professional development opportunities on using data to align teaching to address specific student’s needs.
- Teachers delivering instruction via smart boards to enhance student engagement. The technology coach will assist the staff with continued incorporation of technology into the daily lesson.

- The assignment of a Process Mentor to MLK to assist with data monitoring and an additional means to communicate with stakeholders.
- Publishing results to inform students, parents, and other stakeholders In conjunction with our Turnaround Partner, EdWorks.

Description of Work	T	T	V	C	JAN	FEB	R	R	Y	JUN	JUL	G
Year One (September 2010 – August 2011)												
Conduct Mini Teacher Institute to help induct new staff members to the campus and new SLCs, focusing on: <ul style="list-style-type: none"> • The 2020 Forecast: Creating the Future of Learning • High Payoff, Short Term Instructional Strategies • Literacy Across the Content Areas • Brain-Based Research • Project Based Learning • Portfolio Developments 	◆	◆										
Conduct baseline assessments with all students in grades 9 -12	◆											
Assess effectiveness of plans for safety, security, time-management, attendance. Adjust as needed.	◆		◆		◆		◆		◆			
Identify a local community engagement partners; develop work plan with that partner	◆											
Make formal Progress report to the local community three times per year.	◆				◆				◆			
Collect student, teacher, school data			◆				◆				◆	
Implement an authentic community engagement plan focusing on the 2020 Forecast; help the community come to know about and engage with the new design of		◆	◆	◆								

Description of Work		T	T	V	C	JAN	FEB	R	R	Y	JUN	JUL	G
SLCs													
<ul style="list-style-type: none"> Using targeted one-on-one coaching time for principals and teacher leaders. Extended time for teachers and guided agendas for common planning time, conduct leadership and teacher professional development to deepen knowledge and skills gained in the previous year. Professional development focuses in the following areas: Implementing Personalization <ul style="list-style-type: none"> Practices that promote personalization of instruction to meet individual student needs Personalized Student Growth Plans Short Cycle Assessments <ul style="list-style-type: none"> Exploring Diagnostic and Short Cycle Assessment System Short Cycle Assessments as Instructional Resources Using Data to Drive Instruction <ul style="list-style-type: none"> Exploration of various data usage for increasing student achievement: [process, demographics, perception and assessment data] 													
Administer formative assessment					◆			◆			◆		
<ul style="list-style-type: none"> Conduct Triage process with existing 10th, 11th and 12th graders in each SLC to target 				◆	◆	◆	◆						

Description of Work												
	T	T	V	C	JAN	FEB	R	R	Y	JUN	JUL	G
students in need of intervention for moving the advanced student and the challenged. <ul style="list-style-type: none"> Redesign our MSAT and CISC Programs to meet needs identified through the Triage Process and formative and classroom assessments 												
<ul style="list-style-type: none"> Distributive leadership will include Data and Instructional Specialists, Lead Teachers and Student Leaders Elect SLC leadership teams Form the Campus-Wide Leadership Team 				◆	◆							
Conduct second mini-summer institute to continue the induction process for new staff, focusing on: <ul style="list-style-type: none"> Introduction to the Rigor and Relevance Framework Backwards Design Literacy Across the Content Areas "Quadrant D" Lesson Design 21st Century Skills Lesson Design and Delivery for coherence and student growth 				◆	◆	◆	◆	◆	◆	◆	◆	
Conduct SLC Leadership Team and Campus-Wide Leadership Team meetings, making recommendations for action/decisions according to the agreed-upon structures						◆	◆	◆	◆	◆	◆	
Identify specific university and business partners with content expertise in the focus areas for each SLC; build work plans with each partner						◆	◆	◆	◆	◆		
<ul style="list-style-type: none"> Guide staff through a research review in the specific focus areas of each SLC Work in cross-curricular teams to unpack national core and content standards and explore implications for the focus area of each SLC Collaborate with staff and university partners to develop coherent, four-year learning plan reflecting the focus of each 							◆	◆				

Description of Work		T	T	V	C	JAN	FEB	R	R	Y	JUN	JUL	G
SLC													
Administer student, teacher and leadership surveys to take a pulse on perception data and make comparisons with demographic, achievement data								◆	◆				
Conduct the annual school assessment using the EdWorks or a DPS rubrics for Organizational Effectiveness and Instruction									◆	◆			
Develop student and teacher schedules reflecting the new four-year learning plans for incoming 9 th graders and rising 10 th graders; develop a schedule for 11 th and 12 th graders that allows them to complete their previous learning plan				◆			◆			◆		◆	
Parent-Teacher Conferences to include more input from students is being reviewed with MLK student leaders										◆	◆		
Conduct Leadership Retreat: Growing and Supporting Effective Teams, including: <ul style="list-style-type: none"> • Distributed leadership • Effective meetings • Active listening • Progress monitoring • Walkthroughs and appraisals • Leadership in the school community • Induction programs for new staff • Culture of continuous Learning • Review of MSAT,CISC, Renewable Energy, Environmental and Ecological Systems for our SLCs 		◆		◆			◆		◆		◆		
Hold Teacher Summer Institute, focusing on: <ul style="list-style-type: none"> ▪ Unpacking State and 21st Century College-Ready Content Standards and adjusting the flow of the four-year learning plans to reflect state context 			◆			◆			◆		◆		◆

Description of Work	T	T	V	C	JAN	FEB	R	R	Y	JUN	JUL	G	
<ul style="list-style-type: none">Formative and Summative Assessments including Performance-Based, Alternative Assessments for Educational Partners and ML King Leadership TeamsThe Rigor/Relevance Framework and “Quadrant D” lesson designDeveloping units of study, assessments and lesson plans reflecting the 9th and 10th grade portions of the four-year learning plans, the Rigor/Relevance Framework and Quadrant D lesson design, Portfolio and Project –Based LearningDeveloping units of study and lesson plans for 11th and 12th grade that reflect the Rigor/Relevance Framework and Quadrant D lesson designUniversity and Business partners will be invited to work the Core and School Improvement Teams, when they partner with Martin Luther King, Jr. Senior High School													
Conduct the Student Summer Bridge for all Incoming Grade 9 students											◆	◆	◆

Description of Work	T	T	V	C	JAN	FEB	R	R	Y	JUN	JUL	G
Year Two (September 2011 – August 2012)												
Hold regular meetings of SLC and Campus-Wide leadership teams	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆		◆
Conduct baseline assessments with all students in grades 9 -12 and keep a record of	◆											

Description of Work	T	T	V	C	JAN	FEB	R	R	Y	JUN	JUL	G
the students' performance as connected to national , state, local and school assessments												
Make a formal Progress report to the local community	◆				◆					◆		
Assess effectiveness of plans for safety, security, time-management and attendance. Adjust as needed.	◆		◆		◆		◆		◆			
<p>Using targeted one-on-one coaching time for principals and teacher leaders and extended time for teachers and guided agendas for common planning time. Conduct leadership and teacher professional development to deepen knowledge and skills gained in the previous year.</p> <p>Professional development focuses in the following areas:</p> <p>Aligning teaching, learning and assessment practices to support acquisition of:</p> <ul style="list-style-type: none"> 21st Century Skills Green, Renewable Energy, Environmental Science, STEM, and CISC Communities College and career readiness skills <p>Classroom Practice/Learning Conditions</p> <ul style="list-style-type: none"> Using data to drive instructional design Looking at student work Research-based instructional models Reviewing student performance and adjusting instruction 	◆	◆	◆	◆	◆	◆	◆	◆	◆			

Description of Work	T	T	V	C	JAN	FEB	R	R	Y	JUN	JUL	G
Walk-throughs and Classroom Observation as Professional Learning Tools Accessing and Using an Online Learning Community												
Parent/family-teacher conferences—More input from Student Leaders for sustainability		◆							◆			
<ul style="list-style-type: none"> Conduct Triage process with existing 10th, 11th and 12th graders in each SLC to target students in need of intervention for acceleration and remediation. SLC Leadership Teams to meet needs identified through the Triage Process and formative and classroom assessments 			◆	◆	◆	◆	◆	◆	◆			
Collect student, teacher, school data and Educational Partner Data			◆				◆				◆	
Revisit effectiveness of new operational structures and policies for each SLC make adjustments based on assessment data		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	
Administer formative assessment				◆			◆			◆		
Revisit strategic plans and milestones for each site, involving all site-based leaders and teachers in the process, along with business and university partners and community representatives				◆			◆	◆	◆			
Revisit progress and work plans with local community engagement, business and university partners; adjust, as needed			◆							◆		
Administer student, teacher and leadership surveys			◆				◆	◆				

Description of Work	T	T	V	C	JAN	FEB	R	R	Y	JUN	JUL	G
Conduct Annual Assessment using the EdWorks and or Detroit Public Schools Rubrics for Operational Effectiveness and Instruction. Administer student, teacher and leadership surveys								◆	◆			
Develop student and teacher schedules reflecting the new four-year learning plans for incoming 9 th graders and rising 10 th and 11 th graders; develop a schedule for 12 th graders that allows them to complete their previous learning plan									◆			
Hold the Leadership Retreat focusing on Adaptive Leadership for Real-World Results, including: ▪ Adaptive Leadership knowledge and skills ▪ 21 st Century Skills ▪ College and career readiness ▪ National and international student performance ▪ Effective business and community partnerships ▪ Effective small school operations		◆			◆			◆		◆		
Conduct Teacher Summer Institute with continued focus on Instructional Design for Rigor and Relevance: ▪ Rigor and Relevance Framework ▪ Knowledge Taxonomy and the Application Model ▪ Rubrics ▪ Differentiation ▪ Assess effectiveness of units of study and lesson plans designed in 2010-11; adjust, as needed ▪ Continue developing units of study, assessments and lesson plans reflecting the 9 th and 10 th grade portions of the four-year learning plans, the Rigor/Relevance	◆		◆		◆		◆			◆		◆

Description of Work	T	T	V	C	JAN	FEB	R	R	Y	JUN	JUL	G
Framework and Quadrant D lesson design ▪ Develop units of study, assessments and lesson plans reflecting the 11 th grade portion of the four-year learning plans, the Rigor/Relevance Framework and Quadrant D lesson design ▪ Develop units of study and lesson plans for 12 th grade that reflect the Rigor/Relevance Framework and Quadrant D lesson design ▪ University and business partners side-by-side with teachers in the design of rigorous, relevant units of study and lesson plans												
Conduct the Student Summer Bridge												◆
Year Two Milestones <ul style="list-style-type: none"> • All 9th and 10th grade students enrolled in a college and career-ready curriculum • Increase on-time grade-level progression over baseline school year 2009-10 • Decrease dropout rate between 9th and 10th grade over baseline school year 2009-10 • Increase attendance over baseline school year 2009-10 • Decrease Type A and B disciplinary offenses over 2009-10 • Reduce the number of failing grades over baseline school year 2009-10 • Implement year two of the five-year teacher and leader professional development plans. • Evidence of expanded family and community participation in the school 												

Description of Work	T	T	V	C	JAN	FEB	R	R	Y	JUN	JUL	G
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Description of Work	T	T	V	C	JAN	FEB	R	R	Y	JUN	JUL	G
Year Three (September 2012 – August 2013)												
Regular meetings of SLC and Campus-Wide leadership teams		◆	◆	◆	◆	◆	◆	◆	◆	◆		◆
Conduct baseline assessments with all students in grades 9 and 10 and any students in grades 11 and 12 who have not scored proficient on the MME or met the ACT threshold for performance	◆											
Make a progress report to the local communities	◆											
Assess effectiveness of plans for safety, security, time management and attendance. Adjust as needed.	◆		◆		◆		◆		◆			
<p>Conduct teacher professional development through extended time and guided agendas in common planning time. Reinforce and build upon knowledge and skills learned in the previous year and summer institute:</p> <ul style="list-style-type: none"> Student Work Unit Design and Delivery Differentiation Student Performance Assessments Formative and Summative Assessments Alignment with State and 21st Century Standards <p>Learn how to use the latest online resources to further engage students in the learning process</p>												
<ul style="list-style-type: none"> Conduct Triage process with existing 10th, 			◆	◆	◆	◆	◆					

Description of Work	T	T	V	C	JAN	FEB	R	R	Y	JUN	JUL	G
11 th and 12 th graders in each SLC to target students in need of intervention. ▪ Support MSAT and CISC Academies” to meet needs identified through the Triage Process and formative and classroom assessments												
Hold Student-Led parent/family-teacher conferences		◆							◆			
Collect student, teacher, school data			◆				◆				◆	
Administer formative assessment				◆			◆			◆		
Revisit effectiveness of operational structures and policies for the innovative schools; adjust, as needed					◆	◆	◆					
Revisit strategic plans and milestones for each site, involving all site-based leaders and teachers in the process, along with community representatives							◆	◆	◆			
Conduct Annual Assessment using the DPS and/or EdWorks Rubrics for Operational Effectiveness and Instruction. Administer student, teacher and leadership surveys								◆	◆			
Develop student and teacher schedules reflecting the new four-year learning plans for incoming 9 th graders and rising 10 th , 11 th and 12 th graders									◆			
Conduct Leadership Retreat: Leading a High-Performance Organization: <ul style="list-style-type: none"> • Instructional Leadership • Rigorous curriculum and instruction • High payoff instructional practices • Assessment for learning • Gap analysis • Curriculum Alignment for our Green 										◆		

Description of Work												
	T	T	V	C	JAN	FEB	R	R	Y	JUN	JUL	G
and Renewable Energy Programs <ul style="list-style-type: none"> • Instructional monitoring • Results-driven, flexible scheduling 												
Conduct Teacher Summer Institute Three: Beyond Rigor and Relevance <ul style="list-style-type: none"> • Analysis of the four-year Course of Study for each SLC, reflecting their particular focus area and aligned to State, national and 21st Century College-Ready Standards • Grades 9-13 Curriculum Alignment and Vertical Scope and Sequence Development within and across content areas • Analysis of Content with business and University Partners • Integration of early college experiences in Core and Elective Courses 		◆								◆		◆
Conduct Student Summer Bridge												◆
Year Three Milestones <ul style="list-style-type: none"> • All 9th, 10th and 11th grade students enrolled in a college and career-ready curriculum • Increase state exam passage rates over the previous year • Increase on-time grade-level progression over the previous year • Decrease dropout rate over the previous year • Evidence of student participation in initial AP/Dual Enrollment options • Implemented year three of the five-year teacher and leader professional development plans. 												

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	43%	50%	58%	65%
Mathematics	11%	22%	33%	44%

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

Numerous meetings were held with community leaders, parents, teachers, union representatives, and business leaders. The District's plan was presented to them and they were allowed to comment and give input on how to make the application and turnaround plan stronger. The community was also engaged during the development of the Academic Plan and Master Facilities Plan, both of which were essential parts of the School Improvement application and the intervention model. The Detroit Board of Education passed a resolution approving the School Improvement Grant. Martin Luther King Jr. Sr. High School also collaborated with EdWorks, LLC in preparing School Improvement Application.

Martin Luther King Jr. Sr. High School has monthly Parent Teacher Student Association Meetings. The PTSA has a dedicated Parent Resource Room on the campus to assist with addressing stakeholder concerns and providing parental resources to increase familial efficacy. King has an active LSCO, conducts Title I Meetings, parent nights, college night, career services, open houses, and financial aid night.

Martin Luther King, Jr. Sr. High School promotes civic duty through service learning and historical connections. ML King, Jr. High School has hosted the Dr. Martin Luther King, Jr. Celebratory March in an effort to enlighten the students' culture awareness and our

historical heritage. At the 2011 March, which attracted 5,000 participants gave students an opportunity to be exposed civic, business and community leaders.

As a measure to increase self sufficiency and create positive learning environment assemblies to address social, emotional and physical needs have been conducted by St. John Hospital and Wayne County Juvenile Court. City Year and Build On Books organizations reinforce the concept of Service Learning and community service. Community forums have engaged stakeholders at all levels and provided opportunities to present feedback from all entities.

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

A Plan to Maintain Ongoing Support for the Turnaround Process

Teachers, students, administrators and community will continue to participate in assessments of school Operational Effectiveness. Detailed activities throughout the three years of this initiative further involve a wide range of stakeholders in the continuous improvement of the resources and strategies applied in the school to achieve overarching goals and offer additional opportunities to reaffirm commitment to the course of the transformation process at King High School.

Core High School Turnaround Goals:

Goals and objectives to guide the efforts of each team were established by the Core Planning/School Design Team. Teams received professional coaching in practices and protocols and embedded training to build the capacity to meet the school's performance targets.

- Goal #1: Establish a culture among the entire Martin Luther King, Jr. High School Community that values civil and human rights and by continuously improving academic performance on multiple measures, and the school's reputation in the community as a school with excellent teaching and a caring staff.
- Goal #2: **Using data to** achieve a school wide level of academic proficiency as evidenced by continuous improvement in academic measures and students' demonstrated readiness for college or career as demonstrated by high school graduation rates and academic performance
- Goal #3: Improve school wide practices **by incorporating technology, that** impact student achievement so that all our students are performing at proficiency or better in core content areas

- Goal #4: Establish a school culture in which adults and students are compelled to strive for high performance in an atmosphere of personal respect for one another as evidenced by a clean, safe, aesthetically environment and increased participation in various school activities.

An in-depth assessment process, building on information gleaned in the school improvement process and the findings of the Organizational Effectiveness assessment.

1. The development of a four-year learning plan for each of the themed schools that implements a rigorous core course of study for all students and connection to cross-curricular studies.
2. The implementation of a scaffolded professional development plan that incorporates all elements of NSDC's standards for professional development, and provides 21st century knowledge and skills for all adults in the building.
3. The development of an operations plan that provides a system of support for students through the use of flexible scheduling, extended learning time, collaborative planning time for teachers and the development of small school leadership teams.
4. The design and implementation of an ongoing community engagement system.
5. The result of this transformation process is the development of a learning environment at Martin Luther King High School in which students, parents, educators, business and community are all self-directed, self-motivated learners able to thrive in the 21st century global economy.
6. Job-embedded professional development for teachers.
7. Providing technology with professional development training to support the intervention, engage students and differentiate learning.
8. Providing instructional coaches from Wayne RESA to continue building teaching capacity.

9. Providing additional support and professional development opportunities for potential leaders.
10. Providing intense intervention and extended learning opportunities to move Tier 3 students to Tier 2.
11. Enhanced methods of retaining qualified committed staff, such as, Merit pay, performance bonuses, team teaching, career opportunities, and extra pay for lead teachers

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

Attachment A – Transformation

Attachment B – Turnaround

Attachment C – Restart

Attachment D - Closure

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

Example:

Year 1 Pre-Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
\$179,000	\$1,033,364	\$712,743	\$253,609	\$2,000,000

Section D.

Baseline Data Requirements

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Turnaround
Number of minutes in the school year	73,428
Student Data	
Dropout rate	8.7%
Student attendance rate	78.6%
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	180 @ 13%
International Baccalaureate	N/A
Early college/college credit	325 @ 23%
Dual enrollment	325 @ 23%
Number and percentage enrolled in college from	75%

most recent graduating class	
Student Connection/School Climate	
Number of disciplinary incidents	225
Number of students involved in disciplinary incidents	175
Number of truant students	189
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	100%
Teacher Attendance Rate	98%

Fiscal Information

The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

Attachment B—Turnaround Model

The following items are required elements of the turnaround model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal: Deborah Jenkins was appointed as principal of Martin Luther King, Jr. Senior High School for the 2009-10 school year and is continuing as principal for 2010-11.
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.

The leadership team will utilize a computer based walkthrough instrument linked to a database using the Indicators of Effective School Practice from the Center on Innovation and Improvement, and other sources, to monitor the effectiveness of the organizational and instructional change strategies as they are implemented observations. Instructional and organizational teams will also utilize similar tools to facilitate peer observations. Indicators of progress will also be maintained, distributed and displayed by the school data center.

Walkthroughs will be utilized frequently enough to provide a continuous flow of performance data to allow the leadership team, and instructional teams, to effectively monitor the impact of their instructional planning, teaching strategies and instructional interventions. The expectation is that every classroom will be observed multiple times each week. Walkthroughs will also extend beyond the classroom to identify areas of success and areas of concern throughout the school (hallways, lunchroom, entry doors) to monitor the impact on overall school, culture and climate.

Research based practice standards for measuring changes in instructional practice: (centerii.org)

- o Determine which method for using instructional practice data will be used and provide ongoing professional development (Hall & Hord, 2001; Gersten, Dimino, Jayanthi, Kim, & Santoro, 2009; Watanabe, 2002; Hasbrouck & Denton, 2005).
- o Identify the group or individual teachers who will participate. This is often based on identifying classrooms where student need is the greatest.
- o Allocate time to implement the method.

- o Provide consistent administrative support (Hall & Hord, 2001). Make adjustments that create blocks of time for teachers to collaborate; find appropriate ways to acknowledge teachers who try to improve their practices, ranging from informal appreciation (such as a "thank you") to more concrete rewards such as stipends or graduate credit.

3. Screen all existing staff and rehire no more than 50 per cent.

As a Turnaround school, all school staff and other interested applicants were interviewed during 2009-10 school year and continued during the week of August 9-14, 2010 during the interview process, potential staff members are asked about willingness to commit to being an active and passionate member of the team, implementing this plan with fidelity. (For more detail see Detroit Federation of Teachers proposed agreement on guidance for staffing High Priority Schools.)

4. Select new staff.

See Detroit Federation of Teachers proposed agreement on guidance for staffing High Priority Schools.

5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.

Throughout the coming years, Martin Luther King, Jr. Senior High School anticipates using School Improvement Grant and other funds to provide career incentives and flexibility for team leaders that will allow these key instructional leaders to develop a broader knowledge base of instructional issues in identified areas of need. Funds will also be utilized to provide additional opportunities for staff through professional development activities, conferences and school based seminars allowing team members to develop expertise in identified solutions.

6. Provide staff ongoing, high-quality, job embedded PD aligned with instructional program and designed with school staff

Instructional teams will be supported by content area and team coaches experienced in application of staff development standards. Coaches will play an integral role in building and maintaining school wide coherence in this effort, serving as advisors to team leaders and stepping in to facilitate meetings when needed to maintain alignment of team initiatives with the team and school goals as well as utilizing best practices for embedded professional development. Coaches will meet a minimum of once per week with

their teams. Their primary focus, once team protocols are established, will be on improving instructional practices by utilizing assessment data to understand when, where and why students are underperforming, and utilizing Action Research to build student engagement, and plan individual and group intervention strategies when students are not performing as expected. To align and focus their work, teams will devote time to unpacking the skills and knowledge behind the context, content and process standards in their instructional plans. "Unpacking the standards" will be embedded in the sequence of activities for examining instruction facilitated by the instructional coaches.

Each team will also have opportunities to request additional support to build their capacity for understanding instructional challenges and implementing solutions. Innovation in developing solutions will be supported and encouraged. The efforts of instructional coaches will be facilitated by EdWorks to provide cross-fertilization of ideas and initiatives. A school wide professional development plan will be completed by October 31, 2010 with input from teams on needs to support implementation of team initiatives. One anticipated outcome of these efforts is the continuous growth of a staff development plan that exists as a living document with embedded evaluation and refinement.

7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)

The District is establishing an office of high priority schools to support school turnaround efforts.

8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.

The team based structure of the school and grade level common planning time will establish the opportunity for teams to make best use of performance data to impact instruction. Content area teams will meet twice monthly during the Wednesday two hour block after school with the assistance of content area coaches to review the planned sequence of instruction in content area courses and ensure that classroom instruction aligns with academic standards. The discussion in these teams is expected to enhance and focus the work of grade level teams in planning classroom instruction and identifying gaps that need additional attention,

especially learning gaps that cross-content area boundaries. The experience of grade level teams in planning cross content area instructional activities is also expected to inform discussion about how to better sequence presentation of concepts and practice in foundational skills that are impacting student performance in the content areas.

Integration of the Green School, Renewable Energy and STEM Learning Community theme into instruction is expected to occur at all grade levels and within all content areas. Teams will receive coaching support in identifying and developing instructional practices that support the exploration and application of this cross cultural context within instruction throughout the school. This will give teachers the opportunity to explore new instructional resources, with an expected focus on technology based resources from sources around the world, as well as utilizing technology to interact with classrooms and online resources in other schools, colleges, international connections and museums.

The focus on monitoring, analyzing and applying data in the grade level teams coupled with resources, encouragement and coaching in the best use of innovative instructional practices and materials is expected to bring a higher level of engagement opening the door to increased rigor and the broadening of student understanding of interrelated concepts.

Research based practice standards for aligning instruction: (centerii.org)

- o Conduct investigation to align school/teacher enacted curriculum, state standards, and local curricula, including articulation across grade levels and content areas (Bhola, Impara, & Buchendahl, 2003; Blank, Porter, & Smithson, 2001; English, 1980; Glatthorn, 1999; Kurz, Elliot, Wehby, & Smithson, 2009; McGehee & Griffith, 2001; Porter, Smithson, Blank, & Ziedner, 2007).
- o Provide resources (e.g., time, expertise, planning support, professional development) to enable teachers to incorporate changes required to align instruction with standards (Blank, Porter, & Smithson, 2001; English, 1980; Koppang, 2004).
- o Build capacity to monitor and maintain alignment between curriculum standards and classroom instruction, including use of formative data (Blank, Porter, & Smithson, 2001).

9. Promote continuous use of student data to inform and differentiate instruction to meet student needs.

At the heart of Martin Luther King, Jr. Senior High School's school improvement efforts is the formal establishment of teams involving every staff member in utilizing data from a range of sources as the focus for conversations about when,

where and how to take steps that will result in improved performance. Each operational and instructional team has a team leader and a set of goals relating to improved quality of service. Collecting and analyzing data combined with reflective review of causes and consideration and implementation of solutions will be the core work of the teams. They will utilize data from benchmark and short cycle assessments, classroom walkthroughs, peer observations, analysis of student work products, surveys of staff, students and community, and the observations of external observers with expertise in core areas. Team leaders will be the primary conduit for bringing cohesion to development and implementation of targeted solutions.

Two areas of particular focus throughout the school will be utilization of student data to reinvigorate instructional practices to ensure the individual learning needs of students receiving Specialized Student Services and implementation of our STEM and Renewable Energy Programs.

10. Establish schedules and implement strategies that provide increased learning time.

Good Student and Teacher Scheduling are vital to enhancing student achievement as well. Consequently, the administration tries to match the teacher with the area in which they are the best matched to teach. Teachers are given a course selection form during the time; students are being scheduled by counselors.

Scheduling Process: Counselors meet with students for scheduling conferences which address the necessary courses to meet the State of Michigan graduation requirements. Students' individual skills and interests are implemented in the designing of their schedules. Counselors review student related data on achievement measures to ensure students are scheduled into classes which maximize their potential. In instances where students were not initially successful, students are scheduled into Extended Day classes and provided the opportunity to participate in Credit Recovery courses. Modified instruction which includes double dosing in the English Language Arts classes, Algebra classes and mainstreaming are additional measures which are employed. Additionally, students participate in field experience opportunities and research. Lastly, implementation of technology in the core subjects has significantly increased student interest.

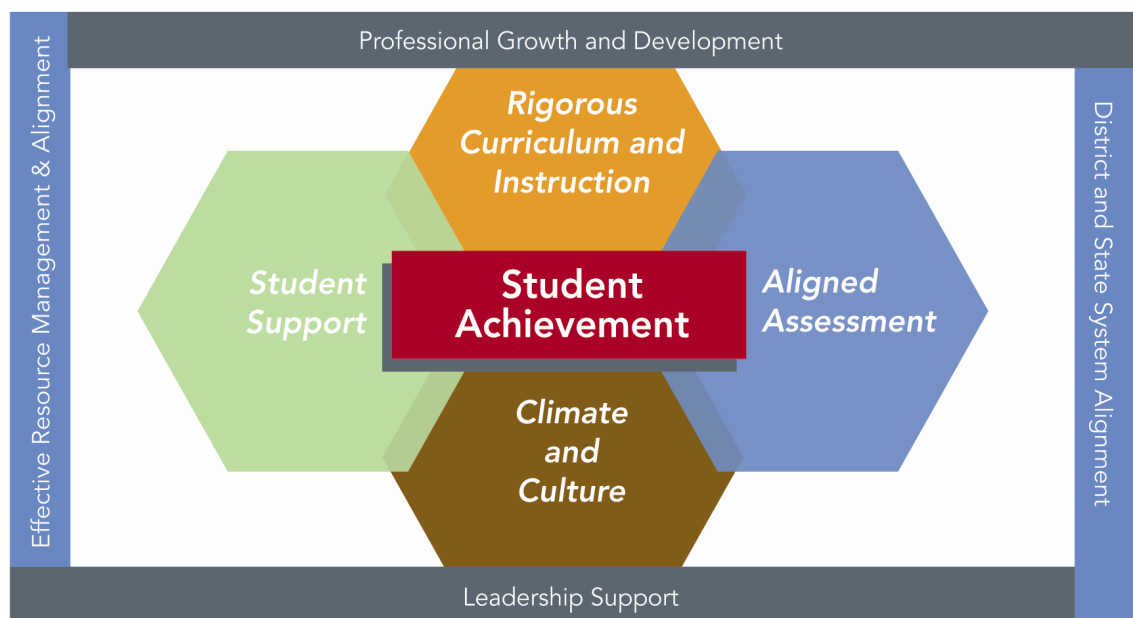
Teams will continue to receive support from University partners, EdWorks and other sources to build coherence about the proposed plan, develop the skills needed for successful implementation, and raise performance expectations school wide. In the coming year, the school leadership and core planning teams will continue to refine and develop additional details of implementation based on active monitoring of progress toward performance targets. Our students will continue to have opportunities to learn more through Double-dosing in ELA and mathematics classes. Project-based learning in all classes will be required and implemented cross-curricular. Summer school, Extended

Day, Transition-Bridge, Second Chance, On-Line Credit Recovery and out of class learning experiences will continue. Our STEM program will provide opportunities to improve teacher content knowledge, pedagogical practices, and attitudes in science learning, achievement and interest in STEM higher learning

11. Provide appropriate social-emotional and community-oriented services and supports for students.

Student Achievement forms the Focal Point for the EdWorks Model.

The four fundamental components—rigorous curriculum and instruction, climate and culture, aligned assessments and a system of student support—provide the foundation for the work with schools. A total of 36 essential elements refine the implementation strategy. Together, these four components, their underlying elements and the district



support framework form a tightly-woven, interconnected, interdependent system.

The four fundamental components and 36 essential elements in the EdWorks Model include:

Rigorous Curriculum and Instruction

1. Rigorous, college-ready curriculum for every student, every day
2. Clear learning objectives
3. Differentiated instruction
4. High levels of student engagement

5. Higher order thinking skills
6. High payoff, short-term instructional strategies across the content areas
7. Broad, school-wide early college experience
8. 21st century literacy across the curriculum
9. Results-driven, flexible scheduling
10. On-site and online professional learning communities
11. Intensive summer institutes for teachers and curriculum staff

Comprehensive Student Support

12. Just-in-time interventions, including re-teaching, and tutoring, among other strategies
13. Semi-annual student led progress review
14. Accessible, detailed, easy-to-understand student progress data and portfolio
15. Student Advisory System
16. Accelerated Academies
17. Summer Bridge Program
18. Higher education partnerships
19. Internships and community service

Aligned Assessments

20. Baseline diagnostic data
21. Short Cycle Assessment
22. Classroom assessment
23. State-mandated graduation tests
24. College and Career Readiness tests
25. Performance-based alternative assessment
26. Teacher, school and district self-assessments
27. Regular Dashboard Reports for each shareholders' shared accountability data
(student, teacher, principal, administration, Board, partners, parents, community)

Supportive Climate & Culture

28. Safe, purposeful school environment
29. Community engagement for accountability
30. Students and families as primary stakeholders
31. Distributed leadership from the student's desk to the superintendent's desk
32. School design for personalization
33. Coordination of campus-wide issues
34. Personalized student growth plans with quarterly outcomes
35. Results-driven goals
36. A culture of continuous learning for adults

EdWorks Processes and Tools

EdWorks offers a well-developed process that is contextualized to meet local needs—EdWorks doesn't just tell sites what they need to do, EdWorks *shows school teams how* to transform to effective, 21st century learning organizations. The EdWorks Model works on *all* elements:

- ☑ Technical Assistance Coach
- ☑ Scope and Sequence for the design and delivery of effective, innovative high school education as contracted with Martin Luther King, Jr. Senior High School
- ☑ Easy to follow annual planning and implementation calendar
- ☑ Fully developed 5-Year Teacher Professional Development Plan (with the first three years of the plan delivered during the life of this grant)
- ☑ Hands-on Leadership Development Plan
- ☑ Teacher Summer Institute
- ☑ National Leadership Institute and Leadership Retreats
- ☑ Online social networking and professional learning community focused specifically on high school
- ☑ Data capture tools and customized dashboard presentation of results
- ☑ And continuous monitoring and adjustment

The following items are permissible elements of the turnaround model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Any of the required and permissible activities under the transformation model

From Data to Aligned Learning System

In 2009-10 Martin Luther King brought definition to its small learning communities through an analysis of data about the student performance, local workforce and economic development plans, community resources and the passions of its students and teachers. Through the program proposed in this School Improvement Grant, Martin Luther King will use the research on *How People Learn* to move from a well-defined vision for its Small Learning Communities to unique, well-defined, four-year “pathways to graduation” that bring the themes to life for students and parents. Cross-curricular teams of teachers, university and corporate partners will use the state and Common Core standards to identify:

- Over-Arching Big Ideas: The “What”—Core concepts, principles, theories or processes contained within the common standards that serve as a focal point of the curriculum and help to prioritize content.
- Over-Arching Enduring Understandings: The “So what”—Statements summarizing critical ideas and core processes that are central to a discipline and have lasting value beyond the classroom.
- Over-Arching Essential Questions: Open-ended, thought-provoking questions with no single right answer designed to stimulate inquiry and debate around the big ideas and enduring understandings.

Once each SLC has identified its organizing big ideas, enduring understandings and essential questions, for each year (9th, 10th, 11th and 12th) the teams will develop:

- Credits and Courses: Paint the picture of what courses will look like. Provide the rationale for the sequence, i.e., “Students will engage in the study of mathematics beginning with...and move to ...” They will reflect on the following questions:
 1. Does the sequence of courses insure a coherent flow across grade levels?
 2. Does the sequence identify key understandings?
 3. Will the courses lead to the desired student accomplishments?
 4. Credits required preparing for higher learning?
- Cross-Curricular Application: A particular focus will be placed on designing teaching and learning opportunities for integrated experiences that provide linkages and recurring themes between and among the disciplines.

The four-year pathway to graduation will culminate in a capstone experience in which students demonstrate mastery of their rigorous course of study.

Ultimately, each SLC will create pacing guides and lesson plans designed to break down the silos that generally exist between content areas to help students understand the connections among the disciplines and reinforce key concepts.

Sample STEM 9th Grade

Math

Essential Questions

- How can change be predicted? Planned for?
- Why are humans so interested in patterns?
- How much should we trust models?

Technology

Essential Questions

- How can technology connect large systems?

One thing is related to another in a dependent way.

Science Essential Questions

- How are forces and motion connected?
- How and why do machines make work easier?

Social Studies Essential Questions

- How does innovation in the past continue to impact us today?
- How is history created? What are its limitations?
- How does our lens impact our conclusions?
- What is a "critical" question?

Sample Four-Year Course Sequence

	Grade 9 Highly Integrated		Grade 10 Highly Integrated		Grade 11 Moderately Integrated Moderately Individualized		Grade 12 Highly Individualized	
Social Studies	Psychology	0.5	World History	1.0	American History	1.0		
	CWP	0.5	Geography	0.5	Civics	0.5		
	SS Methods	0.5						
Math	Algebra 1	0.5	Algebra 2	0.5	Algebra 3	0.5	Trigonometry	Math Electives 0.5 Each
	Geometry 1	0.5	Geometry 2	0.5	Geometry 3	0.5	Pre-Calculus	
	Statistics 1	0.5	Statistics 2	0.5	Statistics 3	0.5	Calculus	
							Financial Lit*	
Science	Physical * Science (Lab)	1.0	Biology * (Lab)	1.0	Environmental Science* (Science Elective) OR Physics* (Science Elective)			1.0
	Chemistry * (Lab)	0.5	Earth Science* (Lab)	0.5				
Technology & Engineering	Occupational Education *	1.0	CAD* (Fine Arts Credit)	1.0	Material Science* (Science or T & E Elective) OR Computer Science* (T & E Elective)			1.0
	T & E 1*	0.5	T & E 2*	0.5				
English Language Arts	Foundations of English	1.0	World Literature	1.0	American Literature	1.0	Advanced Composition	1.0
	Technical Writing 1*	0.5	Technical Writing 2*	0.5			Culminating Project*	0.5
					World Language @ CBC Running Start (Dual credit for high school and college)			Up to 1.5 per year
TOTAL CREDITS		7.5	TOTAL CREDITS	7.5	TOTAL CREDITS	Min 4.5 Max 9.0	TOTAL CREDITS	Min 1.5 Max 7.5
Total FTEs		5.0	Total FTEs	5.0	Total FTEs	5.0	Total FTEs	Up to 3.0

Health during summer		Dual Enrollment Internships Apprenticeships Tri-Tech	PE Credits completed during any grade level
Elective Credit	Non-Elective Graduation Requirement		
Required Elective for College Entrance	Recommended Elective		
State Graduation Requirement			
*Possible CTE Course			

Expanded Information on Support of the Application and Approaches

Planning for this proposal actually began in fall 2009 with the assignment of the new principal, Dr. Deborah Jenkins.

In fall 2009, a team of school administrators, community engagement experts and data analysts conducted a baseline assessment of organizational effectiveness at King High School, using research-based rubrics developed for EdWorks (King High School's external partner) by national curriculum and assessment organization, Edvantia.

The assessment process took an in-depth look at four core areas: rigorous curriculum and instruction, systems of student support, aligned assessments and school climate and culture. The baseline assessment included focus groups of parents, students, community members and teachers, as well as interviews with school leaders and regular school walkthroughs. Several weeks later, teachers used the rubrics for school climate and culture to do an internal assessment of the strategies and tools in place at King to support

student success. This assessment launched the school's introspective process leading up to two key documents:

1. The School Improvement Plan
2. The Strategic Plan to Enhance our Examination Programs and by adding a Ninth Grade Smaller Learning Communities on the King High School campus.

The School Improvement Plan

The Martin Luther King, Jr. Senior High School Improvement Plan outlines goals and strategies to advance student performance in the coming year. While separate sections within the plan provide varying levels of detail, the basic overarching goals include ensuring all students are proficient in:

- Writing
- Science
- Mathematics
- Social Studies

Improvements in student performance will be achieved by overarching focus on Organizational Effectiveness.

Martin Luther King High School will work in teams to take the steps necessary to establish:

- Smaller learning communities that will enhance cross-curricular planning and teaming
- Engaging all teachers in professional development focused on using data to drive differentiated instruction
- Engaging all teachers in professional development focusing on Bloom's Taxonomy, the Rigor / Relevance framework and Classroom Strategies that Work (Marzano)
- Providing professional development for all teachers in their specific content areas, using coaches from the Wayne RESA
- Engaging all teachers in professional development that reinforces reading and writing across the curriculum
- Engaging students in the learning process through the adoption of research-based instructional practices and the latest classroom technology
- Increasing the rigor of the curriculum through stronger alignment with standards and more effective scheduling of student interventions and supports
- Increasing the use of technology across the curriculum and the use of project-based learning

This SIG proposal begins with and then builds upon these goals and strategies to implement a systemic approach to improving the skills of adults so that student learning and outcomes are dramatically improved.

The Strategic Plan to Re-design our MSAT and CISC Examination Smaller Learning Communities at Martin Luther King, Jr. Senior High School began with a study group process involving the King High School staff and Core Planning/School Improvement Team. The Strategic Plan revisited the King Examination programs:

- Freshman Academy Ninth Grade Smaller Learning Community
- CISC Center of International Studies and Commerce
- MSAT Mathematics, Science and Technology: King's STEM Academy

The SLC plan will be revisited in 2010-11, as enrollments, School leveling and DPS staff is stabilized.

2. A new school model: themed, dual language academy, etc

Adoption of a New School Model:

In 2009, Detroit Public Schools gave King a face lift by de-cluttering, painting, repairing and restoring the physical plant. King was also slatted as the first high school to be built with the new Bond proposal and themed as a Lead- Gold Green Energy and STEM school. The new physical plant has help to drive curriculum. Plans have been made to include the life sciences in the new vision and mission for the school developed by the School Design team in 2009-10.

Mission for Martin Luther King, Jr. High School:

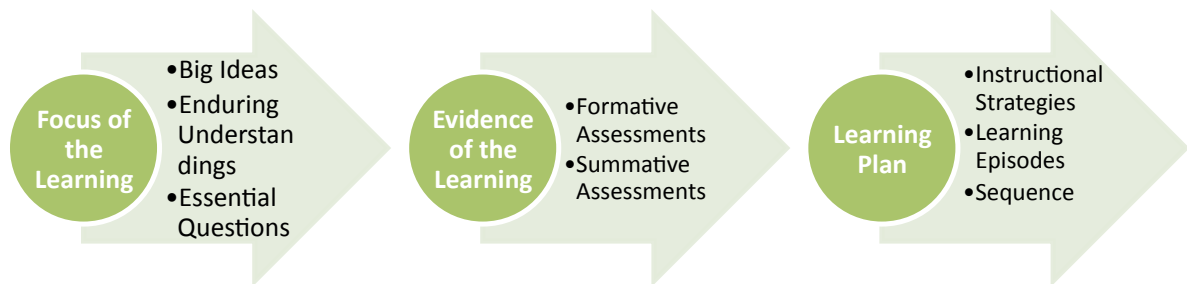
Our mission at Martin Luther King, Jr. Senior High School is to provide our students with outstanding opportunities to prepare for life beyond high school through a rich and diverse exploration of the cultures, literatures, languages, sciences, communications, technologies and innovations that drive our society both locally and globally.

Vision for Martin Luther King, Jr. Senior High School:

Our Vision for Martin Luther King, Jr. Senior High School utilizes a team based approach school wide to ensure all of our students are successfully engaged by high quality instruction that:

- Educates all students through instructional opportunities that integrate development and application of knowledge and skills across traditional content boundaries.
- Offers in the CISC (Center for International Studies and Commerce) a diverse array of opportunities to engage in exploration and building understanding of cultures, languages and commerce around the globe

- Utilizes technology to expand our sciences, mathematics in our MSAT (Mathematics, Science and Technology)-STEM and our CISC programs. Technology will also be available to our CPLA and 9th Grade SLC communities to help them examine world cultures, communicate globally, engage in global networks and become accomplished cross cultural navigators
- Meets all students where they are and provide multiple opportunities to accelerate their learning and close academic knowledge and skill gaps through project-based learning and focus trips
- Enriches all students' lives and educational progress through a technology rich challenging and culturally enriched curriculum that prepares all students beyond high school
- Socializes the students about the Dr. Martin Luther King, Jr. non-violence approach to addressing civil and human rights.



ARRA School Improvement Grant (SIG) II 2011 Budget Detail

For King High School

120 - Added Needs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
125 - Added Needs – Compensatory Education	Cost of SUPPLEMENTAL MATERIALS books and supplies for Dual Enrollment and AP courses - \$30,000.					\$30,000			\$30,000
125 - Added Needs – Compensatory Education	Cost of SUPPLEMENTAL MATERIALS for data analysis. Data Analysis books and books on researched based interventions for professional library and Data.					\$36,000			\$36,000
125 - Added Needs – Compensatory Education	Cost of SUPPLIES for Leveled Classroom Libraries for core content areas (Reading across the curriculum and the Drop Everything and Read Program) and Reading & Writing Journals for all 9th grade students; and project material that support literacy development					\$54,000			\$54,000
125 - Added Needs – Compensatory Education	Cost of (4) EDUCATIONAL TECHNICIANS who provide supplementary instructional support utilizing technology/ media to eligible students under the direct supervision of highly qualified teachers @ Salary of \$32,077 each annually; plus fringe	4	\$128,308	\$86,311					\$214,619
	Sub-Total	4	\$128,308	\$86,311		\$120,000			\$334,619

210 - Support Services – Pupil

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
211 - Support Services – Pupil – Truancy/Absenteeism Services	Cost for student supplies and material that serve as an incentive to increase student attendance. Cost include field trips, field trip admissions, speaker fees, etc.				\$40,000				\$40,000
211 - Support Services – Pupil – Truancy/Absenteeism Services	Cost of (2) ASSISTANT AGENTS to assist agent with visits to homes and engaging parents in making certain students with high truancy rates attend certain students with high truancy rates.	2	\$34,000	\$34,619					\$68,619

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For King High School

211 - Support Services – Pupil – Truancy/Absenteeism Services	Cost of MATERIALS used by attendance agent and assistant agent to give to all students and families to explain the importance of school attendance and the consequences of non-attendance. Costs include videos, paper, pen, folders and refreshments for parent meetings						\$10,000		\$10,000
	Sub-Total	2	\$34,000	\$34,619	\$40,000		\$10,000		\$118,619

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
212 - Support Services – Pupil – Guidance Services	Cost of (1) COUNSELOR to provide services to 10th, 11th and 12th grade students to analyze all transcripts to make certain every student is provided an option to make up any classes needed for graduation through alternative pathways during and outside of the school days.	1	\$72,000	\$32,880					\$104,880
212 - Support Services – Pupil – Guidance Services	Cost of (1) COUNSELOR to provide services to 9th Grade Academy students for both short term interventions to keep students on track and for long range planning (6 year academic plans for each student), facilitate student and parent college sessions	1	\$72,000	\$32,880					\$104,880
212 - Support Services – Pupil – Guidance Services	Cost of MATERIALS for Counselors rooms such as flat panel displays and computers for display of 9th -12th grade data, college an career information and parent/student training sessions					\$4,000			\$4,000
212 - Support Services – Pupil – Guidance Services	Cost of MATERIALS used by Counselors to assist students with College materials and fees for applications					\$10,000			\$10,000
	Sub-Total	2	\$144,000	\$65,760		\$14,000			\$223,760

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
216 - Support Services – Pupil – Social Work Services	Cost of (2) SOCIAL WORKERS to provide services and access to community wrap around social services. This approach focuses on coordinating mental health, education, welfare, and other social services into a network to meet the individual student needs.	2	\$146,000	\$66,327					\$212,327

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For King High School

216 - Support Services – Pupil – Social Work Services	Cost of MATERIALS for Social Workers to use - handouts, supplemental reading materials, newsletters, file folders, pens, pencils, books, note pads.					\$10,000			\$10,000
	Sub-Total	2	\$146,000	\$66,327		\$10,000			\$222,327

220 - Support Services – Instructional Staff

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
221 - Improvement of Instruction	Cost of (1) INSTRUCTIONAL SPECIALIST (LITERARY COACH) to provide specific hands research based teaching and intervention strategies with teachers and students.	1	\$74,300	\$33,531					\$107,831
221 - Improvement of Instruction	Cost of (1) INSTRUCTIONAL SPECIALIST (Rigor Specialist) to facilitate Dual Enrollment articulations with colleges, recruit and train staff for dual enrollment and AP, recruit students and AP and facilitate all support systems for students to succeed who are enrolled in these courses.	1	\$74,300	\$33,531					\$107,831
221 - Improvement of Instruction	Cost of (1) INSTRUCTIONAL SPECIALIST for Science and (1) INSTRUCTIONAL SPECIALIST for Math to provide hands on research based teaching and intervention strategies with students and teachers	1	\$74,300	\$33,531					\$107,831
221 - Improvement of Instruction	Cost of (1) INSTRUCTIONAL SPECIALIST to facilitate the "King Credit Recovery" program for credit retrieval for overage/undercredit students using E2020 and other interventions	1	\$74,300	\$33,531					\$107,831
221 - Improvement of Instruction	Cost for PD WORKSHOP STIPENDS for Instructional staff to include 1) The role and responsibility of general education teachers in educating students with Special Needs to include best practice co-teaching strategies for full inclusion; 2) Differentiated Instruction; 3) Instructional use of integrated technology; 4) Using data to improve student achievement; 5) Teaching in the block; 6) Power of Leadership; 7) Research based strategies for eff. teams for 60 teachers x 30 hrs x \$23.82 hr	1800h	\$42,876	\$12,138					\$55,014

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For King High School

221 - Improvement of Instruction	Cost of Professional Organization Memberships for Instructional staff to assist with Professional Development and to keep staff abreast of teaching trends and research based strategies - ASCD, National Council of Math, Science, ELA, and Social Studies					\$10,000			\$10,000
221 - Improvement of Instruction	Cost of (5) HIGHLY QUALIFIED SUBSTITUTES to sub during "regular" teachers PD, Teacher Collaborative Meetings and Instructional trainings/meetings/activities to increase student academic achievement in core subjects for 20 substitutes @ \$144.96 per day x 40 days	4800h	\$115,968	\$32,830					\$148,798
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT TRAINING for Dual Enrollment and AP including Online AP courses					\$40,000			\$40,000
	Sub-Total	4/6600h	\$456,044	\$179,092		\$50,000			\$685,136

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
225 - Computer-Assisted Instruction	Cost for classroom technology to support ELA, Science, Math and Social studies. Costs support school data center. equipment includes 13 flat panel computers @ approx. 41100 each and (3) Advantage 1200 Test Scanner Packages @ \$795 each					\$15,385			\$15,385
225 - Computer-Assisted Instruction	Cost for CLASSROOM TECHNOLOGY to increase student academic achievement in core subjects - Items: (4) Smartboards approx. \$10,000 (6) Document Cameras - \$4,500; (6) LCD Projectors - \$21,000; (1) Science Projector - \$5,000; (3) TI Navigator Systems					\$42,000			\$42,000
225 - Computer-Assisted Instruction	Cost of PURCHASED SERVICES of E2020 Online Courses to be used before, during and after school to meet the needs of the high percentage of over-age/under-credited students (approximately 250 students)				\$50,000				\$50,000
	Sub-Total				\$50,000	\$57,385			\$107,385

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For King High School

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
226 - Instructional Staff Supervision and Direction	Cost of (1) INSTRUCTIONAL SPECIALIST (Academic Dean) to facilitate the Data Center and facilitate professional development with staff on data analysis and appropriate interventions, monitor to see that all students are on track to graduate	1	\$74,300	\$33,531					\$107,831
	Sub-Total	1	\$74,300	\$33,531					\$107,831

240 - Support Services – School Administration

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
249 - Other School Administration	Cost of TECHNOLOGY for Administrative use - 10 IPADS to electronically record Walk-through data and drop into a data base to monitor the effectiveness of embedded PD on instruction in the classroom @ \$1,000 each.					\$10,000			\$10,000
	Sub-Total					\$10,000			\$10,000

250 - Support Services – Business

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
252 - Fiscal Services	Cost of STAFF INCENTIVES to pay staff who attend 100% of the Professional Development workshops and trainings and staff who demonstrate proficiency in trainings and staff who demonstrate proficiency in the core academic areas of math, ELA, Science or Social Studies	1800h	\$28,676	\$11,324					\$40,000
	Sub-Total	1800h	\$28,676	\$11,324					\$40,000
	Sub Total	15/8400h	\$1,011,328	\$476,964	\$140,000	\$221,385			\$1,849,677

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)
For King High School

Indirect Cost (Max Allowed: 4.45%)	\$0
Grand Total	\$1,849,677
Allocation	\$0

Attachment VII

School Improvement Partnership Agreement

This School Improvement Partnership Agreement (“SIPA”) is entered into by and between Michigan Department of Education (State) Wayne RESA (ISD/RESA/ or other partner(s) and Detroit Public Schools (“LEA”). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I. SCOPE OF WORK

The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by Detroit Public Schools and King High School is TURNAROUND;

II. PROJECT ADMINISTRATION

A. QUALIFYING LEA RESPONSIBILITIES

Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

- 1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.
- 2) Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.
- 3) Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

- 4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).
- 5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.
- 7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

- 1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.
- 2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 3) Identify sources of technical assistance as needed.

C. JOINT RESPONSIBILITIES

- 1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.
- 2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

D. STATE RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

- 1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.
- 2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance as needed.
- 5) Periodically review the approved plan and implementation progress.

E. RECOURSE FOR NON-PERFORMANCE

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

III. ASSURANCES

The LEA hereby certifies and represents that:

- 1) It has all requisite power and authority to execute this partnership agreement.

- 2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.
- 3) It will implement the Plan that has been approved by the Michigan Department of Education.
- 4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.
- 5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.
- 6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).
- 7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

IV. MODIFICATIONS

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

V. DURATION/TERMINATION

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

Local Superintendent (or equivalent authorized signatory) - required:

Signature/Date Robert C. Bobb Print Name/Title
ROBERT C. Bobb Emergency Financial
managers

President of Local School Board (or equivalent) - required:

Signature/Date Anthony Adams Print Name/Title
Anthony Adams
Detroit Board of Education President

Intermediate Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title

President of Intermediate School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date _____ Print Name/Title
